

Textbook Alignment to the Utah Core – U.S. Government & Citizenship

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvvendor.html.) Yes x No _____

Name of Company and Individual Conducting Alignment:
Carrie Smith

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. Government & Citizenship
Core Curriculum

Title: United States Government; Democracy in Action © 2008 ISBN#: 0-07-874762-7

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum: _____%			
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: _____%			
STANDARD I: Students will understand the significance and impact of the Constitution on everyday life.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%	
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Investigate the ideas and events that significantly influenced the creation of the United States Constitution.			
a.	Identify and summarize the philosophies that contributed to the Constitution; e.g., Machiavelli, Locke, Jefferson, Madison, Hamilton.	Student Edition: 8, 37-38, 54-58 <i>Cover Story</i> 63 <i>Critical Thinking Skills</i> 59 <i>Section Assessment</i> 11 #3, #4, #5 Teacher Wraparound Edition: LPP 37; MLS 55	
b.	Identify and investigate the events that led to the creation of the Constitution.	Student Edition: 48-52, 53-58 <i>The Constitutional Debate</i> 58 <i>Critical Thinking Skills</i> 59 <i>Growing Unrest</i> 51 <i>Section Assessment</i> 58 #6 <i>The Three-Fifths Compromise</i> 55 Teacher Wraparound Edition: CTA 51, 56; ICA 57	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Analyze how the idea of compromise affected the Constitution.	Student Edition: 54-56 <i>Critical Thinking</i> 60 #1 <i>Major Principles of the Constitution</i> 65 <i>Section Assessment</i> 58 #1 <i>The Three-Fifths Compromise</i> 55 Teacher Wraparound Edition: CT 57		
Objective 1.2: Assess the essential ideas of United States constitutional government.				
a.	Examine the purposes and role of government.	Student Edition: 5-6, 9-11, 65-67 <i>Section Assessment</i> 11 #1 Teacher Wraparound Edition: CLA 6; CTA 8; FCO 62B; ICA 9; ID 9; MLS 7		
b.	Investigate the major ideas of the Declaration of Independence, the Constitution, and other writings; e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, Iroquois Confederation.	Student Edition: 35-40, 46, 423-426 <i>Analyzing Primary Sources</i> 33 #1, #2; 93 #1, #2 <i>Foundations of Personal Liberties</i> 64 Teacher Wraparound Edition: CTA 38		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Compare the Articles of Confederation to the United States Constitution.	The following references may be used in classroom discussion to meet this standard. Student Edition: 48-52, 63-67 <i>Government Under the Articles of Confederation</i> 49 <i>Section Assessment</i> 52 #1; 67 #4, #5 <i>System of Checks and Balances</i> 66 Teacher Wraparound Edition: CTA 56, 66; L1 49; MLS 50		
Objective 1.3: Determine the importance of popular sovereignty and limited government in a democratic society.				
a.	Explain how the separation of powers is maintained through checks and balances.	Student Edition: 65-67, 173 <i>Constitutional Safeguards</i> 67 <i>Major Principles of the Constitution</i> 65 <i>Section Assessment</i> 67 #2, #5 <i>System of Checks and Balances</i> 66 Teacher Wraparound Edition: CLA 173		
b.	Describe how the federal system of government creates a division of power.	Student Edition: 65, 68-75, 169-171 <i>Major Principles of the Constitution</i> 65 <i>Section Assessment</i> 67 #1, #2 Teacher Wraparound Edition: CA 173; CLA 173; CTA 66; MLS 174		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Determine how judicial review makes the Constitution a living document.	Student Edition: 66-67, 72-73, 80-81, 157-158, 307-308 <i>Concepts in Action</i> 81 <i>Judicial Review</i> 307 <i>Section Assessment</i> 67 #3, 81 #1 Teacher Wraparound Edition: CTA 56		
d.	Examine how the rule of law affects everyday life.	Student Edition: 430-435 <i>Concepts in Action</i> 428. 435 <i>Government and You</i> 9 <i>The Law and You</i> 426 <i>Participating in Local Government</i> 93 Teacher Wraparound Edition: CTA 8; ICA 9, 434; ID 9; MLS 65		
e.	Investigate the necessity for civic virtue.	The following references may be used in classroom discussion to meet this standard. Student Edition: 396-397 <i>Concepts in Action</i> 47, 491 <i>Convention Coverage</i> 529 <i>Participating in Local Government</i> 421, 449, 473 <i>Voter's Handbook</i> 486-491 Teacher Wraparound Edition: ECP 474; MLS 393		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.4: Investigate the organization and functions of the United States government.				
a.	Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government.	Student Edition: 65, 68-75, 157-165 <i>The Government of the United States</i> 282 <i>Major Principles of the Constitution</i> 65 <i>Section Assessment</i> 67 #1, #5; 75 #1, #7 <i>System of Checks and Balances</i> 66 Teacher Wraparound Edition: CTA 66		
b.	Describe how the United States Congress makes laws.	Student Edition: 68-69, 181-188, 189-192 <i>How A Bill Becomes a Law</i> 185 <i>Number of Bills That Become Law</i> 183 <i>Politics and You</i> 182 <i>Section Assessment</i> 75 #1, 188 #5 Teacher Wraparound Edition: CTA 184; ETC 186; LPP 185		
c.	Examine the ways in which the executive branch carries out laws.	Student Edition: 70-71, 234-239, 254-255, 291-298 <i>Concepts in Action</i> 239, 259, 298 <i>Section Assessment</i> 298 #1, #4 <i>Why It's Important</i> 244 Teacher Wraparound Edition: CLA 69		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Investigate how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant.	Student Edition: 72-75, 331-335, 336-341 <i>We The People</i> 334 Teacher Wraparound Edition: CLA 332; MLS 333, 338		
STANDARD II: Students will understand the protections and privileges of individuals and groups in the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Assess the freedoms and rights guaranteed in the United States Constitution.				
a.	Determine the rights and liberties outlined in the Bill of Rights.	Student Edition: 84-87, 355-357, 358-364, 376-382 <i>The Bill of Rights</i> 86 <i>Concepts in Action</i> 357 Teacher Wraparound Edition: CLA 356; CTA 361; ECP 354; ID 362		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Examine how the Bill of Rights promotes civil rights and protects diversity.	The following references may be used in classroom discussion to meet this standard. Student Edition: 355-357, 371-375, 376-382 <i>Demonstrating for Civil Liberties</i> 379 <i>Symbolic Speech</i> 367 Teacher Wraparound Edition: CLA 356; CTA 361; ECP 354; ID 362; L1 85		
c.	Assess the significance of the First and Fourteenth Amendments.	Student Edition: 88-89, 355-357 <i>The Bill of Rights</i> 86 <i>Defending Beliefs</i> 364 <i>Guaranteed Freedoms</i> 357 <i>Other Constitutional Amendments</i> 88 <i>Section Assessment</i> 364 #5 Teacher Wraparound Edition: CLA 356; ECP 354; ETC 89		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.2: Analyze how civil rights and liberties have been changed through court decisions.				
a.	Examine how the Bill of Rights promotes a just legal system.	The following references may be used in classroom discussion to meet this standard. Student Edition: 84-87, 355-357, 358-364, 376-382 <i>The Bill of Rights</i> 86 <i>Concepts in Action</i> 357 Teacher Wraparound Edition: CLA 356; CTA 361; ECP 354; ID 362		
b.	Summarize the differing interpretations of the strict versus loose constructionists.	The following references may be used in classroom discussion to meet this standard. Student Edition: 69, 162, 331-335, 336-341, 366-370 <i>Supreme Court Cases to Debate</i> 311, 342, 596, 695 Teacher Wraparound Edition: CTA 308; ICA 347; TFR 308		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Identify landmark cases and their impact on civil rights and individual liberties; e.g., <i>Dred Scott</i> , <i>Plessey</i> , <i>Brown</i> , <i>Miranda</i> , <i>Gideon</i> , <i>Bakke</i> .	Student Edition: 307-310, 336-339, 346-347, 754-768 <i>Protector of Civil Liberties</i> 309 <i>Section Assessment</i> 310 #3, #5; 341 #3; 348 #3, #6 Teacher Wraparound Edition: CLA 337; ICA 309		
STANDARD III: Students will understand the distribution of power among the national, state, and local governments in the United States federal system.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Determine the relationship between the national government and the states.				
a.	Identify and explain the concept of federalism.	Student Edition: 65, 95-102, 106-110 <i>Interpreting Political Cartoons Activity</i> 119 <i>Major Principles of The Constitution</i> 65 <i>Section Assessment</i> 67 #2, #4, #5		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Examine the debate between federal supremacy and states' rights.	Student Edition: 95-102, 106-110, 115-116 <i>Accepting New Responsibilities</i> 116 <i>Division of Federal and State Powers</i> 96 <i>Interpreting Political Cartoons Activity</i> 119 <i>Section Assessment</i> 110 #2, #5 Teacher Wraparound Edition: ECP 94		
c.	Assess the unique relationship between the sovereign American Indian nations and the United States government.	Student Edition: 394-395, 665 Teacher Wraparound Edition: ICA 340		
Objective 3.2: Analyze the role of local government in the United States federal system.				
a.	Describe the powers given to local governments.	Student Edition: 669-675 <i>Concepts in Action</i> 668, 675 <i>Municipal Governments</i> 667 <i>Section Assessment</i> 668 #1, #6 Teacher Wraparound Edition: CLA 670; ETC 674; MLS 671; PG 666		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Investigate the structure and function of local government.	Student Edition: 663-668, 669-675 <i>Concepts in Action</i> 668 <i>Municipal Governments</i> 667 <i>Participating in Local Government</i> 61 Teacher Wraparound Edition: CC 666; CLA 664; ICA 667; MLS 665; PG 666		
c.	Assess how federal monies influence local policy and decision-making.	Student Edition: 675 <i>Concepts in Action</i> 682 <i>Interpreting Political Cartoons Activity</i> 685 <i>Issues to Debate</i> 683 <i>Section Assessment</i> 675		
d.	Explore current issues affecting local governments; e.g., spending, state v. local control, land use.	Student Edition: 677-682 <i>Issues to Debate</i> 683 <i>Section Assessment</i> 675 #5 <i>State and Local Government Income and Expenditures</i> 674 Teacher Wraparound Edition: CLA 678; FCO 662B; ICA 681; LPP 671; MLS 671; PG 666; PP 666		
e.	Examine how public education is a function of state and local government.	Student Edition: 653, 669 <i>Concepts in Action</i> 654 <i>State and Local Government Income and Expenditures</i> 674		

STANDARD IV: Students will understand the responsibilities of citizens in the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Investigate the responsibilities and obligations of a citizen.				
a.	Assess the need to obey laws.	Student Edition: 396, 427-428, 430-435, 437-443 <i>Concepts in Action</i> 428 <i>Democracy in Action</i> 444-447 <i>The Law and You</i> 426 Teacher Wraparound Edition: CLA 431; ICA 441; MLS 432		
b.	Examine the election and voting process.	Student Edition: 396-397, 475-479, 481-484, 492-497 <i>Concepts in Action</i> 479, 491 <i>Participating in Government</i> 478 <i>Voter's Handbook</i> 486-491 Teacher Wraparound Edition: CLA 487; CTA 489, 478; ICA 490		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Examine the United States tax system.	Student Edition: 555-557 <i>Concepts in Action</i> 559 <i>Cover Story</i> 555 <i>Estimated Federal Taxing and Spending, 2005</i> 557 <i>Government and You</i> 558 <i>Section Assessment</i> 559 #5 <i>Taxes in America</i> 556 Teacher Wraparound Edition: CLA 556; CTA 558; MLS 557; PG 557		
d.	Recognize the need for selective service in maintaining a military.	Student Edition: 625 <i>Government and You</i> 616 <i>Section Assessment</i> 625 #5 Teacher Wraparound Edition: CTA 624		
e.	Investigate the major political parties and their ideas.	Student Edition: 453-457, 458-462, 464-470 <i>Concepts in Action</i> 462 <i>Political Party Organization</i> 459 Teacher Wraparound Edition: CLA 459; CTA 461, 467; FCO 452B; MLS 460, 466; TFR 461		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.2: Investigate ways in which responsible citizens take part in civic life.				
a.	Evaluate the need for civic dialogue in maintaining a democratic society; e.g., public meetings, mass meetings.	Student Edition: 20, 84-85, 376-382, 664-665 Teacher Wraparound Edition: CC 665; CTA 379; MLS 378		
b.	Participate in activities that promote the public good; e.g., the voting process, jury duty, community service.	Student Edition: <i>Concepts in Action</i> 491 <i>The Law and You</i> 315 <i>Participating in Government</i> 256, 352, 478, 552 <i>Voters Handbook</i> 486-491 Teacher Wraparound Edition: CTA 489; ICA 490; MLS 488		
Objective 4.3: Assess methods for respectfully dealing with differences.				
a.	Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation.	Student Edition: <i>The Law and You</i> 665		
b.	Develop an understanding of the role of civility in dealing with individual and group differences.	Student Edition: <i>Participating in Government</i> 101, 136, 414		

STANDARD V: Students will understand basic economic principles and how they influence everyday life.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Explore major economic systems.				
a.	Explain how the scarcity and abundance of productive resources contribute to economic systems.	Student Edition: 27, 717-718 <i>Comparing Governments</i> 733 <i>Concepts in Action</i> 731 <i>Factors of Production</i> 718 <i>We the People</i> 720 Teacher Wraparound Edition: MLS 719		
b.	Develop an understanding of capitalism, communism, socialism, and mixed economic systems.	Student Edition: 26-30, 717, 719-721, 726 <i>Concepts in Action</i> 721 <i>Economic Systems</i> 719 <i>Section Assessment</i> 721 #3, #4 Teacher Wraparound Edition: CC 719; CLA 723; CTA 720		
c.	Examine the problems of newly developing economies in today’s world.	Student Edition: 722-726 <i>Comparing Governments</i> 723 <i>Issues to Debate</i> 727 <i>Section Assessment</i> 726 #1, #4, #6 Teacher Wraparound Edition: CLA 733; CTA 725; FCO 716B; MLS 724		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.2: Determine how supply and demand affect the availability of goods and services.				
a.	Analyze the role that prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	The following references may be used in classroom discussion to meet this standard. Student Edition: 27, 717-721, 728-731, 732-736 <i>Concepts in Action</i> 731, 736 Teacher Wraparound Edition: CLA 733; CTA 720		
b.	Determine how scarcity and choice influence governmental economic decision making.	The following references may be used in classroom discussion to meet this standard. Student Edition: 722-726, 728-731 <i>Open for Business!</i> 724 <i>Restructuring and Profiting</i> 725 <i>Section Assessment</i> 721 #6; 726 #6 Teacher Wraparound Edition: CTA 725		
c.	Examine how the private and public sectors contribute to an economic system.	Student Edition: 27, 718-719, 720-721, 732-734, 736 <i>Section Assessment</i> 721 #5; 731 #6 Teacher Wraparound Edition: CLA 718, 733; CTA 725, 735		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Analyze the role of specialization and exchange in the economic process.	The following references may be used in classroom discussion to meet this standard. Student Edition: 732-736 <i>Comparing Governments</i> 733 <i>Concepts in Action</i> 736 <i>Section Assessment</i> 736 #5 Teacher Wraparound Edition: CTA 735; L1 735		
STANDARD VI: Students will understand the relationship between the United States and the international system.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Examine major government structures and functions outside the United States.				
a.	Explain the purpose of government and analyze how government powers are acquired, used, and justified.	Student Edition: 5-11, 12-17 <i>Government and You</i> 9 <i>Section Assessment</i> 11 #1, #5 Teacher Wraparound Edition: CLA 6, 13; CTA 8; ICA 9; L1 7; MLS 7		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Compare different political systems with that of the United States; e.g., dictatorship, democracy, theocracy, monarchy, totalitarianism.	Student Edition: 18-24 <i>Comparing Governments</i> 20 <i>Concepts in Action</i> 11 <i>Section Assessment</i> 25 #1, #2, #4 Teacher Wraparound Edition: CLA 19, 27; CTA 21; ETC 23		
c.	Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.	The following references may be used in classroom discussion to meet this standard. Student Edition: 609-611, 617-618, 732-76, 707-712 <i>A Victim of War</i> 609 <i>Concepts in Action</i> 11 <i>Diplomatic Moves</i> 617 Teacher Wraparound Edition: CLA 733; CTA 735; ETC 612		
Objective 6.2: Evaluate how United States foreign policy affects the world.				
a.	Explain the powers that the Constitution gives to the president and Congress in foreign affairs, and how these powers have been used.	Student Edition: 614-620, 621-625 <i>Concepts in Action</i> 625 <i>Diplomatic Moves</i> 617 <i>Issues to Debate</i> 626 <i>Peace Agreement</i> 615 <i>United States Military</i> 624 Teacher Wraparound Edition: ETC 619; MLS 609, 616		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Describe the process by which United States foreign policy is made; e.g., federal agencies, domestic interest groups, the public, the media.	Student Edition: 607-613, 621-625, 627-630 <i>Concepts in Action</i> 625 <i>Cover Story</i> 614 Teacher Wraparound Edition: CLA 622, 628; CTA 610; MLS 623		
c.	Analyze the various ways in which United States foreign policy is carried out; e.g., diplomatic, economic, military, humanitarian.	Student Edition: 627-630 <i>A Victim of War</i> 609 <i>Concepts in Action</i> 625, 630 <i>Peace Agreement</i> 615 <i>Time For the Record</i> 628 <i>Transporting Aid to Somalia</i> 618 <i>Troops in Somalia</i> 621 <i>U.S. Foreign Aid</i> 629 Teacher Wraparound Edition: CTA 617		
d.	Explain how United States domestic politics affect United States foreign policy.	The following references may be used in classroom discussion to meet this standard. Student Edition: 609-610 <i>Concepts in Action</i> 625 Teacher Wraparound Edition: CLA 608, 615, 628; ID 609; MA 626; MLS 609		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.3: Explore how the United States influences other nations, and how other nations influence the United States.				
a.	Describe the impact of the United States' concepts of democracy and individual rights on the world.	<p>The following references may be used in classroom discussion to meet this standard.</p> <p>Student Edition: 627-630 <i>A Victim of War</i> 609 <i>Concepts in Action</i> 625, 630 <i>Peace Agreement</i> 615 <i>Time For the Record</i> 628 <i>Transporting Aid to Somalia</i> 618 <i>Troops in Somalia</i> 621 <i>U.S. Foreign Aid</i> 629</p> <p>Teacher Wraparound Edition: CTA 617</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Explain how developments in other nations affect United States society and life.	The following references may be used in classroom discussion to meet this standard. Student Edition: 734-736 <i>Concepts in Action</i> 613, 736 <i>International Business</i> 735 <i>Section Assessment</i> 736 #5 <i>Tensions Rise on the Korean Peninsula</i> 608 Teacher Wraparound Edition: CLA 615; CTA 610, 735		
c.	Describe the role of the United States in international organizations.	Student Edition: 702-706, 734-736 <i>Concepts in Action</i> 706 <i>Organization of the United Nations</i> 703 <i>Section Assessment</i> 736 #3 <i>Time For The Record</i> 706 Teacher Wraparound Edition: CLA 703		